

# *High Schools That Work*

## 2004 Annual Site Progress Report

Full Name of School _____
Address _____
City _____ State _____ Zip _____
County _____
Name of person completing the report _____
Title of person completing the report _____
Person's phone number _____
Person's e-mail address _____
Person's fax number _____
Return by June 15, 2004, to your state <i>HSTW</i> coordinator.

- ***PLEASE READ THIS FIRST:*** Please do not alter any items on this report.  
Doing so would make the results unusable. Feel free to attach any additional comments as needed, but please do not use that information as a substitute for filling out any part of this report. Please contact teachers, the principal or guidance counselors at your school for any information you may need to fill out this report.
- ***SAVE TIME . . .***  
By discussing these questions with your staff, then completing this report on the Web!  
Go to: <http://www.sreb.org/programs/hstw/assessment/instructions.asp>

1. What have been your school's **major accomplishments** in changing school and classroom practices to raise the achievement of career-bound students and to implement comprehensive school improvement? **Check up to four of the following items.** (If more than four items are checked, only the first four will be counted.)

a.	<input type="checkbox"/> Raising standards and expectations for student performance
b.	<input type="checkbox"/> Increasing graduation requirements from ____ units to ____ units
c.	<input type="checkbox"/> Using instructional strategies to engage students in completing challenging projects or assignments and/or in solving open-ended problems based on real-world applications of the content
d.	<input type="checkbox"/> Participating in staff development that focuses on the school's challenges and/or providing other support for teachers in changing what and how they teach to raise student achievement
e.	<input type="checkbox"/> Integrating academic and career/technical education
f.	<input type="checkbox"/> Upgrading and improving curriculum and instruction in academic courses
g.	<input type="checkbox"/> Upgrading and improving career/technical programs
h.	<input type="checkbox"/> Creating a supportive guidance system that involves students, parents, teachers and counselors in encouraging students to complete challenging academic and career/technical courses
i.	<input type="checkbox"/> Providing a system of extra help to aid students in meeting higher standards
j.	<input type="checkbox"/> Reviewing with the entire faculty the results of the 2002 and/or 2003 <i>HSTW</i> Assessment(s) and planning changes in curriculum and instruction as a result
k.	<input type="checkbox"/> Upgrading technology, facilities and/or equipment
l.	<input type="checkbox"/> Improving students' transition to the ninth grade and/or working with the middle grades to get students ready for high school
m.	<input type="checkbox"/> Involving business and postsecondary education leaders in aligning the curriculum to higher standards and determining the need for remedial studies by the school's graduates
n.	<input type="checkbox"/> Creating an organizational structure and time for teachers to work together
o.	<input type="checkbox"/> Other: _____

2. Check all the **indicators that show gains or improvement**, and fill in the appropriate blanks for each item.

**\*Note:** Checked items must include supporting data in the blanks provided in order to be counted. Only items 2q through 2t should be answered in the form of a percentage; all other items require scores or numbers of students.

	Items	2002	2003
a.	<input type="checkbox"/> Improvement on the SAT verbal test		
b.	<input type="checkbox"/> Improvement on the SAT mathematics test		
c.	<input type="checkbox"/> Increase in the <b>number</b> of students taking the SAT		
d.	<input type="checkbox"/> Improvement in the ACT reading score		
e.	<input type="checkbox"/> Improvement in the ACT mathematics score		
f.	<input type="checkbox"/> Increase in the <b>number</b> of students taking the ACT		
g.	<input type="checkbox"/> Decrease in the <b>number</b> of discipline referrals		
h.	<input type="checkbox"/> Increase in the <b>number</b> of students completing four credits in a planned career-technical sequence		
i.	<input type="checkbox"/> Increase in the <b>number</b> of career-technical students passing a state or national employer or certification		
j.	<input type="checkbox"/> Increase in the <b>number</b> of your high school students jointly enrolled in academic classes at a postsecondary institution		
k.	<input type="checkbox"/> Increase in the <b>number</b> of Advanced Placement (AP) course offerings		
l.	<input type="checkbox"/> Increase in the <b>number</b> of students enrolled in AP courses		
m.	<input type="checkbox"/> Increase in the average mathematics <b>score</b> on the state assessment		
n.	<input type="checkbox"/> Increase in the average reading or English <b>scores</b> on the state assessment		
o.	<input type="checkbox"/> Increase in the average writing <b>score</b> on the state assessment		
p.	<input type="checkbox"/> Increase in the average science <b>score</b> on the state assessment		
q.	<input type="checkbox"/> Decrease in the dropout rate		
r.	<input type="checkbox"/> Increase in the attendance rate		
s.	<input type="checkbox"/> Increase in teacher attendance		
t.	<input type="checkbox"/> Increase in the percentage of graduates entering postsecondary studies		

3. What **major challenges** does your school face in achieving the *HSTW* performance goals in reading, mathematics and science? **Check up to four of the following items.** (If more than four items are checked, only the first four will be counted.)

a.	<input type="checkbox"/> Getting the staff to support higher standards
b.	<input type="checkbox"/> Providing professional development to help change what and how teachers teach and how to assess students to improve achievement
c.	<input type="checkbox"/> Getting the community to support higher standards
d.	<input type="checkbox"/> Getting more students to take challenging courses
e.	<input type="checkbox"/> Finding ways for teachers to work together
f.	<input type="checkbox"/> Improving the guidance system, the teacher-adviser system and/or parental involvement
g.	<input type="checkbox"/> Improving the preparation of students entering the ninth grade and/or working with middle schools
h.	<input type="checkbox"/> Overcoming schedule and time constraints
i.	<input type="checkbox"/> Providing extra help to students who fail to meet standards
j.	<input type="checkbox"/> Increasing the use of technology in instruction
k.	<input type="checkbox"/> Coordinating multiple school-improvement initiatives and policies
l.	<input type="checkbox"/> Making the senior year count
m.	<input type="checkbox"/> Using data to lead change
n.	<input type="checkbox"/> Improving teacher attendance
o.	<input type="checkbox"/> Finding certified teachers with content knowledge to address specific areas (e.g. reading, mathematics and science)
p.	<input type="checkbox"/> Establishing sustainability and continuity of leadership
q.	<input type="checkbox"/> Other: _____

4. What **actions** does your site intend to take in 2004-05 to address the challenges checked or listed above? **Check up to four of the following items.** (If more than four items are checked, only the first four will be counted.)

a.	<input type="checkbox"/> Provide staff development and participate in <i>HSTW</i> staff development opportunities
b.	<input type="checkbox"/> Upgrade the academic curriculum and integrate academic and career/technical studies
c.	<input type="checkbox"/> Upgrade the career/technical curriculum and instruction
d.	<input type="checkbox"/> Revise the guidance system, involve parents in guidance and advisement, and encourage students to complete a challenging program of study
e.	<input type="checkbox"/> Increase the level of administrative support for school improvement
f.	<input type="checkbox"/> Create an organizational structure to provide time for teachers to work together
g.	<input type="checkbox"/> Make school and policy changes that will raise expectations for students and teachers
h.	<input type="checkbox"/> Develop and/or expand connections with middle schools, other high schools, postsecondary institutions and the community to increase learning opportunities and improve student achievement
i.	<input type="checkbox"/> Increase the use of data in monitoring results and planning improvements
j.	<input type="checkbox"/> Provide or expand an extra-help system for low-achieving students
k.	<input type="checkbox"/> Improve students' transition to the ninth grade
l.	<input type="checkbox"/> Use technology labs, computer programs and distance learning
m.	<input type="checkbox"/> Other: _____

## 5. Implementation of Practices Related to the *HSTW* Benchmarks

**Part One:** Please review the following items and indicate the extent to which your school is using any of these practices or policies. Use the following scale and circle a number in the “scale” column to rate each practice.

**PLEASE CIRCLE ONLY ONE NUMBER.**

1 = not addressed/not applicable

3 = early stages of implementation

2 = being planned

4 = full implementation

**Part Two:** If you circle a “4” for any practice, please indicate how many years this practice has been in place in your school. For example, if the practice is new this year, you would write “1”, if the practice was new last year, you would write “2” and so on.

I. Raise expectations and provide extra help.	Scale	# of Years
The school requires all 12 <sup>th</sup> -graders to complete a senior project that includes research, a product or service, a written report and an oral presentation (exhibition of mastery) to a group of teachers and/or other experts.	1 2 3 4	
All seniors must take at least three academic core courses each semester (two each semester if the school uses block scheduling).	1 2 3 4	
All seniors must take a mathematics or a science course or both.	1 2 3 4	
Eleventh-graders who cannot pass college-placement exams in English, reading, writing or mathematics must take a high level course in the subject or subjects in grade 12.	1 2 3 4	
The school requires students who earn a grade of “C” or lower to receive extra help.	1 2 3 4	
The school provides transportation for students who stay after school to receive extra help.	1 2 3 4	
The school has and enforces a homework policy that requires all students to do homework in academic and career/technical classes.	1 2 3 4	
The school has and enforces a tardiness and attendance policy that encourages all students to be in class and on time.	1 2 3 4	
The school has and enforces a discipline policy that reduces discipline incidents among students in the school.	1 2 3 4	
The school has eliminated multiple levels of courses within the core content areas.	1 2 3 4	
The school has an after-school homework center or homework club.	1 2 3 4	
The school has a policy that requires all students to redo work until it meets standards.	1 2 3 4	
The school has a support class designed to prepare students in grades seven through ten to take and succeed in high-level academic courses by focusing on reading, mathematics, study skills and computer skills.	1 2 3 4	
The school has a policy requiring all students to write a certain amount in each class weekly. *Please circle a range to indicate the minimum number of pages: <i>Don't Know      0-1 page      2-3 pages      3 or more pages</i>	1 2 3 4	
The school has a policy requiring all students to read a minimum number of books across the curriculum. *Please indicate the number of books. _____	1 2 3 4	

5. (Continued) Please follow the directions at the top of Page 4 to complete this section.

	Scale	# of Years
<b>II. Provide rigorous and challenging academic and career/technical content.</b>		
The school requires all students to complete a concentration of four credits in an academic area <b>or</b> a career/technical field <b>or</b> a combination of academic and career/technical courses.	1 2 3 4	
The school has career academies. Please list the areas in which academies are available: _____ _____	1 2 3 4	
Students have access to a quality pre-engineering program.	1 2 3 4	
Students have access to CTE or other pre-professional programs (e.g. Health Sciences, Automotive Technologies, Computer Networking, etc.) at the local community college or technical institute.	1 2 3 4	
Students have access to online CTE courses and receive credit for them.	1 2 3 4	
Students have access to online academic courses and receive credit for them.	1 2 3 4	
Students participate in distance learning courses and receive credit for them.	1 2 3 4	
All students completing a career/technical concentration must pass a state- or industry-developed technical literacy exam.	1 2 3 4	
<b>III. Engage students in completing challenging content.</b>		
Teachers are evaluated on engaging students in solving open-ended problems and/or problems with real-world applications.	1 2 3 4	
Teachers are evaluated on getting students to use technology for research and accessing information.	1 2 3 4	
<b>IV. Integrate academic and career/technical content.</b>		
Academic and career/technical teachers meet regularly to coordinate instructional efforts.	1 2 3 4	
<b>V. Provide guidance and support to all students.</b>		
Parents are required to meet with their student and a school representative to develop a high school program of study. Percentage of parents who participate: _____	1 2 3 4	
<b>VI. Improve transition from the middle grades to high school and from high school to work or further study.</b>		
The school has a ninth-grade academy with language arts, mathematics, science and social studies teachers who teach the same group of students.	1 2 3 4	
A summer enrichment or "gear-up" program provides intensive instruction in reading, writing and mathematics to assist incoming ninth-graders who are unprepared to take college-preparatory-level courses in high school. The program lasts _____ weeks or _____ days.	1 2 3 4	
Teachers from the school meet with teachers from feeder middle grades/junior high schools to align curriculum and standards.	1 2 3 4	

5. (Continued) Please follow the directions at the top of Page 4 to complete this section.

	Scale	# of Years
<b>VII. Demonstrate strong leadership and focus on continuous improvement.</b>		
Businesses and postsecondary education leaders work with school leaders to review curriculum and instructional goals and recommend strategies for improvement.	1 2 3 4	
The school has a master schedule that gives teachers a large block of time ( <i>at least 60 consecutive minutes</i> ) each week to work together in planning common assignments for students.	1 2 3 4	
School-improvement focus teams are active in the areas of curriculum and instruction, professional development, guidance and public relations, and evaluation.	1 2 3 4	
The principal meets with students at least once a month to discuss ways to get students to improve the quality of their work and shares that information with teachers.	1 2 3 4	
The school and district work with a team of local business representatives and postsecondary leaders to keep technology up-to-date.	1 2 3 4	
The entire faculty is involved in reviewing and discussing Technical Assistance Visit reports and using that information to improve curriculum and instruction.	1 2 3 4	
The entire faculty is involved in reviewing and discussing the results of the <i>HSTW</i> Assessment and is using that information to improve curriculum and instruction.	1 2 3 4	
The principal and/or curriculum leader visits all classrooms to evaluate teachers on raising expectations, teaching rigorous content, getting students to read and write frequently, and using instructional strategies that motivate students to work hard (e.g. project learning, contextual learning, cooperative learning, etc.)	1 2 3 4	

6. Freshmen Transition, Extra Help and Technology

\*Double-dosing is defined as requiring students who are unprepared for ninth grade college-preparatory-level mathematics and language arts courses to take a double period of that class as a way to strengthen their skills.

A. Does your school have double-dosing in **ninth-grade Algebra I**? Circle One.

Yes

No

If you are currently double-dosing in ninth-grade Algebra I:

- In which year did the classes begin at your school? \_\_\_\_\_ (Ex: 1998 or 2001)
- Please write the number of double-dosing sections currently offered in ninth-grade Algebra I \_\_\_\_\_

B. Does your school have double-dosing in **ninth-grade English/language arts**? Circle One.

Yes

No

If you are currently double-dosing in ninth-grade English/language arts:

- In which year did the classes begin at your school? \_\_\_\_\_ (Ex: 1998 or 2001)
- Please write the number of double-dosing sections currently offered in ninth-grade English/Language Arts \_\_\_\_\_

C. How is your school currently using technology in the school and individual classrooms? *Check all that apply.*

- ☐ The faculty and administration have been provided professional development to learn how to assist students in using technology.
- ☐ The faculty and administration have been provided professional development to learn how to integrate technology into the instructional process.
- ☐ The faculty and administration participate in online learning communities, such as Web-based courses.
- ☐ The school maintains a Web site with pertinent information for faculty, students, parents and the community.
- ☐ The school Web site is used as a repository for teacher-created instructional resources (i.e., lesson plans, scoring guides, rubrics).
- ☐ Students use computer software for extra help in reading, mathematics and/or science classes.
- ☐ Students use the Internet for research.
- ☐ Students employ programs such as PowerPoint to create presentations for their classes.
- ☐ Students have access to online distance learning classes and can earn credit for them.
- ☐ Other \_\_\_\_\_

D. Please provide the following information in the form of **percentages**.

Year	Algebra I Failure Rate	English 9 Failure Rate
2000		
2001		
2002		
2003		

E. If your state/school requires all ninth-graders to take a mathematics assessment or Algebra I end-of-course test, please indicate the **percentage** of students passing on the first attempt.

- ☐ My school does not use this type of test. (Please leave this section blank.)

Year	% Passing on 1 <sup>st</sup> Attempt
2000	
2001	
2002	
2003	

F. Please provide the missing information:

Year	Number of students enrolled in 9 <sup>th</sup> grade in fall of the following years:
1996	
1997	
1998	
1999	
2000	

Year	Number of 12 <sup>th</sup> grade students graduating in spring of the following years:
2000	
2001	
2002	
2003	
2004	Best estimate to date: _____

G. Which of the following courses at your high school has the highest number of failures?

- ☐ Algebra I
- ☐ Geometry
- ☐ 9<sup>th</sup>-Grade English/Language Arts
- ☐ Biology
- ☐ Physical Science
- ☐ Other \_\_\_\_\_

**7. Quality Career/Technical Education**

Since the 2002-2003 school year, has your school added new, high-quality career/technical (CTE) programs or upgraded existing programs? If so, please list the programs and check (✓) whether they are “new” or “upgraded” since last year.

Name/Type of Program	New?	Upgraded?

**8. Services Provided by HSTW, Your State and Your School District This Year**

**Part One:** If you have received the services listed below during *this school year (2003/2004)*, place a check mark (✓) in the “Received” column.

**Part Two:** Using the following scale, please rate the usefulness and quality of the services your school has received from HSTW, your state or your school district during the 2003/2004 school year.

1 = no usefulness/poor quality  
2 = below average usefulness/quality

3 = average usefulness/quality  
4 = great usefulness/quality

<b>A. Professional Development</b>	Received	Usefulness	Quality
1. Provided by SREB		1 2 3 4	1 2 3 4
2. Provided by the state		1 2 3 4	1 2 3 4
3. Provided by the district		1 2 3 4	1 2 3 4
<b>B. Technical Assistance Visits</b>		Usefulness	Quality
1. Provided by SREB		1 2 3 4	1 2 3 4
2. Provided by the state		1 2 3 4	1 2 3 4
3. Provided by the district		1 2 3 4	1 2 3 4
<b>C. Information/Publications</b>		Usefulness	Quality
1. Provided by SREB		1 2 3 4	1 2 3 4
2. Provided by the state		1 2 3 4	1 2 3 4
3. Provided by the district		1 2 3 4	1 2 3 4



9. To help us gain a better understanding of your school, please provide the following information:

- A. Percentage of seniors who are completing four credits in a career/technical concentration \_\_\_\_\_
- B. Percentage of seniors who are completing a concentration in mathematics and science that consists of four or more credits each in college-preparatory/honors mathematics and science courses with at least one credit at the AP level \_\_\_\_\_
- C. Percentage of seniors who are completing four credits each in college-preparatory/honors English and social studies, with at least one AP-level course and four additional credits drawn from foreign languages, fine arts, journalism, debate or advanced-level courses in literature, history, economics, psychology or other area of the humanities \_\_\_\_\_
- D. Of the following grade levels, circle all that your school has:

6      7      8      9      10      11      12      Other \_\_\_\_\_

E. Demographic information for your school

**PLEASE DO NOT USE PERCENTAGES**, and make sure that the figure you indicate as the total number of students in item (7) equals the sum of items (1) through (6).

	Number of students (NOT %)
(1) African American	
(2) Asian/Pacific Islander	
(3) Native American or Alaskan	
(4) Hispanic or Latino	
(5) White	
(6) Other	
(7) TOTAL	

F. Percentage of students qualifying for free or reduced price lunches: \_\_\_\_\_

G. Number of full-time teachers: \_\_\_\_\_

10. Please list the **minimum graduation requirements** in the following areas for **all** students graduating **this year** at your school. If credits are not required in a given area, please write "NR" in the appropriate box.

- ☐ My school is a career center, and graduation requirements are determined solely by students' home schools, not by the center. (*Go on to question 11.*)

Total number of <b>mathematics</b> credits required for <b>all students</b>	
Total number of <b>college-preparatory-level mathematics</b> credits required for <b>all students</b>	
Total number of <b>science</b> credits required for <b>all students</b>	
Total number of <b>college-preparatory-level science</b> credits required for <b>all students</b>	
Total number of credits required for graduation (including requirements in all areas)	

11. The following questions concern the **master schedule** at your school.

A. How many class periods (instructional periods) does your school provide each day? Do not include lunch periods. Circle one.

3    4    5    6    7    8    Other

B. What type of schedule does your school use? Check one.

\_\_\_ 1. Single-period (traditional)

\_\_\_ 2. Semester (4 X 4) Block (year-long course work completed in one semester)

\_\_\_ 3. Combination, hybrid or other schedule (Please describe.) \_\_\_\_\_

\_\_\_ 4. Alternate Day (A-B) Block

\_\_\_ 5. Trimester

C. How long are most of your class periods? Give **only one** answer in **minutes**. \_\_\_\_\_

D. How long has your school followed the schedule you described above? **Check one.**

\_\_\_ Current year only

\_\_\_\_\_ 5 years

\_\_\_\_ 2 years

\_\_\_\_\_ 6 years

\_\_\_\_\_ 3 years

\_\_\_\_ More than 6 years

\_\_\_\_ 4 years

**Please direct any questions regarding this report to:**

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Thank you for your time!